Scoring Summary
for *Dakota STEP-A*
and
Report Interpretation
2005–2006

south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

The *Dakota STEP-A* assessment in the 2005–06 school year consisted of two parts: the Rating Scale and Evidence of Work. Two raters, the special education teacher, and one other person in the school who knew the child well, were asked to complete the Rating Scale. Special education teachers were also asked to submit Evidence of Work from the student. The scores from the Rating Scale and the Evidence of Work were mathematically combined to determine a Performance Level Rating (Introducing, Developing, Applying, or Advancing).

This report will summarize the scoring of the Rating Scale and the Evidence of Work as well as the process used to determine the student's overall Performance Level.

Scoring of the Rating Scale

The *Dakota STEP-A* Rating Scale was designed to measure important academic skills developed from the *South Dakota Alternate Content Standards*. The student was rated according to how often he or she correctly performed a skill along a continuum. Scores could range from 0–3 per item.

The rater recorded his or her response for each item by circling one of the following:

0	Is Not Able
1	Never or Almost Never When Needed
2	Sometimes When Needed
3	Always or Almost Always When Needed

The special education teacher, and one other rater scored each student's academic ability in Reading and Mathematics using a Rating Scale. Overall scores were determined by averaging the scores from each child's special education teacher and the other rater.

Standard Setting

The standard-setting process was facilitated by Buros staff in April 2006. In this process, South Dakota teachers determined which rating scores fell into each performance-level rating (Introducing, Developing, Applying, and Advancing).

Submission for the Evidence of Work

Special education teachers were trained to consider how a student's IEP goals and objectives were linked (aligned) to the state's alternate content standards. The teachers then evaluated the standards and were directed to select evidence for each of the five strands for Mathematics and four indicators for Reading for a total of nine submissions. The collection period was February 6–March 17, 2006. The Content Standard Indicators for Mathematics and Reading are as follows:

Mathematics Strands

1. Algebra
2. Geometry
3. Measurement
4. Number Sense
5. Statistics and Probability

Reading Indicators

1. Applies various reading strategies to comprehend and interpret text
2. Retrieves, analyzes, synthesizes, and evaluates text structures, literary elements, and literary devices within various genres to develop interpretations and form responses
3. Interprets and responds to diverse works from various cultures and time periods
4. Retrieves, analyzes, synthesizes, and evaluates a variety of informational texts

Teachers were directed to submit samples of work that met the following criteria. The evidence submitted must be aligned to a grade-level standard. The skill for the Evidence of Work must come from the grade-level Alternate Content Standards for the grade in which the student is enrolled. Work samples were to be clear and understandable to a third-party evaluator. The submissions should show representative samples of the student's work.

Teachers were directed to fill out a Data Collection Form for each Evidence of Work submission. Student demographic information was included on the form as well the standard, skill, and dates of the collected work. Teachers were trained to complete the form. They were asked to provide the percentage at which the student accurately performed the skill, the percentage of the student's independence in performing the skill, the number of times the skill was accurately performed, and the settings in which the skill was demonstrated during the collection period.

Scoring Criteria

Harcourt Assessment's scorers used a rubric to review, evaluate, and score *Dakota STEP-A* Evidence of Work material. The Performance Assessment Scoring Center (PASC) scored all of the material submitted. The target skill selected by the teacher had a Complexity Level (difficulty) at one of the four performance ratings, *Introducing Developing Applying, or Advancing.* Scorers had four categories to evaluate for each piece of work submitted. Accuracy was determined by the teacher when the student demonstrated the target skill and varied from 0 to 100% correct. The Level of Support needed for each skill to be accomplished ranged from 100% independent to extensive support necessary to complete the task. Frequency of Performance refers to the number of times the student performed the skill, and it was rated as: once, twice, or three or more times. Finally, raters looked at the Setting in which the student demonstrated the skill to judge if it took place in multiple locations, more than one location, or just one location.

The following rubrics were used by Harcourt Assessment PASC scorers:

	4 points	3 points	2 points	1 point	No score
Complexity Level	Student demonstrates skills based on *Advancing* – level skills.	Student demonstrates skills based on *Applying* –level skills.	Student demonstrates skills based on *Developing* – level skills.	Student demonstrates skills based on *Introducing*– level skills.	Required evidence of student performance was not submitted or was unclear.

	3 points	2 points	1 point	No score
Accuracy	Student demonstrates 80–100% accuracy on the target skill.	Student demonstrates 25–9% accuracy on the target skill.	Student demonstrates 0–24% accuracy on the target skill.	Required evidence of student performance was not submitted or was unclear.
Level of Support	Student demonstrates the target skill without support. (80–100% independent)	Student demonstrates the target skill with minimal support. (25–79% independent)	Student demonstrates the target skill with extensive support. (0–24% independent)	Required evidence of student performance was not submitted or was unclear.
Frequency of Performance	Student demonstrates the target skill consistently (3 or more times).	Student demonstrates the target skill more than once (2 times).	Student demonstrates the target skill once.	Required evidence of student performance was not submitted or was unclear.
Setting	Student demonstrates the target skill in multiple settings (3 or more settings).	Student demonstrates the target skill in more than one setting (2 settings).	Student demonstrates the target skill in one setting.	Required evidence of student performance was not submitted or was unclear.

Scoring of the Evidence of Work

For the Evidence of Work, the student received a set of scores for each task submitted by the teacher: Complexity Level (CL), Accuracy Level (A), Level of Support (LS), Frequency of Performance (FP), and Setting (S). CL scores range from 1 to 4 and A, LS, FP, and S scores range from 1 to 3. In all cases, a score of 0 means that the evidence was not submitted or was unclear. If the evidence is not submitted due to teacher error, it is indicated by an asterisk on the score report.

The CL score defines the Performance Level (PL) score, and the combined A, LS, FP, and S scores provide more specificity concerning performance within the student's PL but do not move the student into a different PL. To accomplish this, the following mathematical formula was used to combine the ratings for any discrete task within the Evidence of Work:

$$TS = CL + \frac{(A + LS + FP + S)}{12.1}$$

Within this equation, TS represents the Task Score. The following example illustrates the equation:

> If a student received a CL score of 2 and scores of 0 on the remaining ratings, the task score would be 2.00. If the A, LS, FP, and S scores on the preceding example were all 3, then the task score would be 2.99. In both cases, the overall score remained within the PL classification defined by the CL score.

There are four tasks in the Reading assessment, one for each of the four indicators in Reading. In the Mathematics assessment, there are five tasks. One task is submitted for each of the five

strands in Mathematics. The final score for the Evidence of Work is obtained by averaging the task scores and then dropping any decimal portion. The resulting score will be a whole number between 1 and 4, which is the PL of the student on the Evidence of Work. This score will be called "Actual Points Attained" on the student report.

Composite Performance Level

The Overall Performance Level was determined by combining the scores (Actual Points Attained) from the Rating Scale with the Evidence of Work for Reading and Mathematics.

These were the steps of the scoring process:

Step 1: Score the Rating Scale.
      a.   Obtain a score for Reading and Mathematics from the 2 raters.
      b.   Average the 2 rater's scores for Reading and then for Mathematics.
      c.   Apply the cut scores to each content area score to obtain a performance level of 1, 2, 3, or 4.

Step 2: Score the Body of Evidence.
      a.   Use the formula below to obtain a score for each Reading and Mathematics submission:

$$TS = CL + \frac{(A + LS + FP + S)}{12.1}$$

      b.   Average the Task Scores for Reading and then Mathematics to obtain a performance level of 1, 2, 3, or 4.

Step 3: Combine the scores to obtain the overall Composite Performance Level.
      a.   Multiply the Performance Level for the Rating Scale and Body of Evidence by the weighted percentage and add, to obtain the final Composite score for Reading, and then Mathematics.

The final weightings for Reading and Mathematics are presented in Tables 1 and 2 below.

Table 1. Reading

Rating Scale: actual points obtained score = **A** (cut scores applied)
Evidence of Work: (4 task scores) preliminary score = **B**
Final Reading Score is **A** (.60) + **B** (.40) = **C** (Composite Performance Level Score for Reading)

Table 2. Mathematics

Rating Scale: actual points obtained score = **A** (cut scores applied)
Evidence of Work: (5 task scores) preliminary score = **B**
Final Mathematics Score is **A** (.60) + **B** (.40) = **C** (Composite Performance Level Score for Mathematics)

Interpreting the Student Score Report

(Refer to the sample student score reports for Reading on page 6 and Mathematics on page 7.)

The student score report contains student demographic information (**A**). This information includes the student's name, teacher, school, district, grade, age, test date, and identification number. The Learner Snapshot (**B**) is a statement about the student and includes his or her performance level score on the alternate assessment. The Performance Level descriptors (**C**) are listed in boxes. The student's obtained level of performance is highlighted in the appropriate box as in the examples; this student functioned at the *Introducing* level.

Next on the student report is box (**D**) containing the Content Area, the Maximum Points Possible, the Actual Points Attained, and the obtained Performance Level, followed by a short Narrative. Definitions for these terms are located on the back of the score report. The short narrative explains the functioning of the student and directs the parent to contact the student's teacher for more information.

Box (**E**) describes the performance levels and explains the functioning of the student at those levels.

Part (**F**) of the score report is a section of footnotes. One asterisk means there were no work samples submitted. Two asterisks indicate the work submitted was at a different grade level than the level at which the student is enrolled. Three asterisks indicate the absence of a special education teacher as a rater.

Samples of Score Reports
Dakota STEP-A STUDENT REPORT READING

STATE TEST OF EDUCATIONAL PROGRESS - ALTERNATE

Student Report | JOHN Q PUBLIC

Reading

TEACHER: MARY BROWN
SCHOOL: PLANKINTON ELEM
DISTRICT: PLANKINTON SCHOOL DISTRICT 01-
GRADE: 06   **AGE:** 12 Yrs 11 Mo
TEST DATE: 2/05/06 - 3/16/06   **STUDENT NO:** 9999

A

B

Learner Snapshot
Your child was assessed in reading based on alternate content standards and scored at the XXXXXX level.

Performance Level

| INTRODUCING | DEVELOPING | APPLYING | ADVANCING |

C

D

Content Area	Maximum Points Possible	Actual Points Attained	Performance Level	Narrative
Academic Rating Scale	183	042	INTRODUCING	Based on the alternate content standards in reading your child is functioning at an introducing level of knowledge. For further information, please contact your child's teacher.
Evidence of Work	19	9		

E

Reading Performance Levels

1 Introducing
The student is introduced to and demonstrates emerging knowledge and skills in the reading alternate content standards. The student needs extensive assistance and continued guidance to complete tasks requiring reading concepts and or expressive and receptive communication skills in order to build to developing achievement.

2 Developing
The student demonstrates partial knowledge and basic skills in the reading alternate content standards with instruction. The student is developing in completing tasks requiring knowledge of reading concepts. The student uses the skills of expressive and receptive language to build to the application level of achievement.

3 Applying
The student demonstrates proficiency in applying the knowledge and skills needed to consistently perform tasks requiring the utilization of reading concepts. The student demonstrates advancement of expressive and receptive language skills.

4 Advancing
The student demonstrates advanced knowledge and skills in the reading alternate content standards.

F

* = No work samples.   ** = Evidence submitted, not at grade level.   *** = Rating Scale not completed by Special Education Teacher

Back of report:

Student Reports	Definitions
• Performance level for each content area is written in the corresponding column. • Performance level is reported as advancing, applying, developing, introducing, and not attempted. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. • Number Possible (Maximum Points Possible) and Number Correct (Actual Points Attained) for each content area are also reported.	**Actual Points Attained:** Score student achieved in content area. **Academic Rating Scale:** Score based on teacher observation. **Content Area:** Area of academic work evaluated. **Evidence of Work:** Evidence collected by teacher and provided to contractor for scoring. **Maximum Points Possible:** Highest score student could achieve in content area.
• Reports provide information about individual students' scores for content area, evidence of work, and totals. • The student's name appears at the top of the report for high visibility and quick recognition. • The classroom teacher's name, school, and district appear in the upper portion of the report, below the student's name, for easy identification. • Grade and test date are printed below district information.	**Performance Level (PL):** Student's level of ability based on the South Dakota Alternate Achievement Standards. Performance levels are typically split into four sections. For example, the Dakota STEP has the performance levels of Below Basic, Basic, Proficient and Advanced. SELP has Pre-Emergent, Emergent, Basic, Intermediate, and Proficient. For the STEP-A, the performance levels follow the same setup. From lowest to highest, the sections are called, respectively, Introducing, Developing, Applying and Advancing.
Abbreviations	
IEP = Individual Education Plan LVL = Level N, % = Number, Percent	

STEP-A STUDENT REPORT MATHEMATICS

STATE TEST OF EDUCATIONAL PROGRESS - ALTERNATE

Student Report | JOHN Q PUBLIC

Mathematics

TEACHER: MARY BROWN
SCHOOL: PLANKINTON ELEM
DISTRICT: PLANKINTON SCHOOL DISTRICT 01-   010
GRADE: 06
AGE: 12 Yrs 11 Mos
TEST DATE: 2/05/06 - 3/16/06
STUDENT NO: 9999999

Learner Snapshot

Your child was assessed in mathematics based on alternate content standards and scored at the INTRODUCING level.

Performance Level

| INTRODUCING | DEVELOPING | APPLYING | ADVANCING |

Content Area	Maximum Points Possible	Actual Points Attained	Performance Level	Narrative
Academic Rating Scale	303	070	INTRODUCING	Based on the alternate content standards in mathematics your child is functioning at an introducing level of knowledge. For further information, please contact your child's teacher.
Evidence of Work	24	12		

Mathematics Performance Levels

1 Introducing
The student is introduced to and demonstrates emerging knowledge and skills in the mathematics alternate content standards. The student needs extensive assistance and continued guidance to complete tasks requiring mathematic concepts and problem solving skills in order to build toward developing achievement.

2 Developing
The student demonstrates partial knowledge and skills in the mathematics alternate content standards with instruction. The student is developing independence in components of the skills to recognize and compute basic math concepts in order to build to progressing achievement.

3 Applying
The student has the knowledge and skills needed to consistently perform tasks requiring mathematical concepts with minimal errors and is progressing toward meeting the standard.

4 Advancing
The student demonstrates command of knowledge and skills in the mathematics alternate content standards to complete tasks requiring mathematics concepts and problem solving skills.

* = No work samples.   ** = Evidence submitted, not at grade level.   *** = Rating Scale not completed by Special Education Teacher

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Student Reports	Definitions
• Performance level for each content area is written in the corresponding column. • Performance level is reported as advancing, applying, developing, introducing, and not attempted. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. • Number Possible (Maximum Points Possible) and Number Correct (Actual Points Attained) for each content area are also reported.	**Actual Points Attained:** Score student achieved in content area. **Academic Rating Scale:** Score based on teacher observation. **Content Area:** Area of academic work evaluated. **Evidence of Work:** Evidence collected by teacher and provided to contractor for scoring. **Maximum Points Possible:** Highest score student could achieve in content area.
• Reports provide information about individual students' scores for content area, evidence of work, and totals. • The student's name appears at the top of the report for high visibility and quick recognition. • The classroom teacher's name, school, and district appear in the upper portion of the report, below the student's name, for easy identification. • Grade and test date are printed below district information.	**Performance Level (PL):** Student's level of ability based on the South Dakota Alternate Achievement Standards. Performance levels are typically split into four sections. For example, the Dakota STEP has the performance levels of Below Basic, Basic, Proficient and Advanced. SELP has Pre-Emergent, Emergent, Basic, Intermediate, and Proficient. For the STEP-A, the performance levels follow the same setup. From lowest to highest, the sections are called, respectively, Introducing, Developing, Applying and Advancing.

Abbreviations		
IEP = Individual Education Plan	LVL = Level	N, % = Number, Percent